DOCUMENT RESUME

ED 294 636 JC 880 249

AUTHOR Spence, Charles C.; And Others
TITLE Enrollment Management: A Key to Student Success.
PUB DATE Apr 88
NOTE 38p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Admission; College Planning; Community Colleges; Enrollment; Enrollment Rate; Enrollment Trends; Institutional Characteristics; Management Systems; Program Descriptions; *School Holding Power; Staff Development; *Student Recruitment; Two Year Colleges
IDENTIFIERS *Florida Junior College at Jacksonville

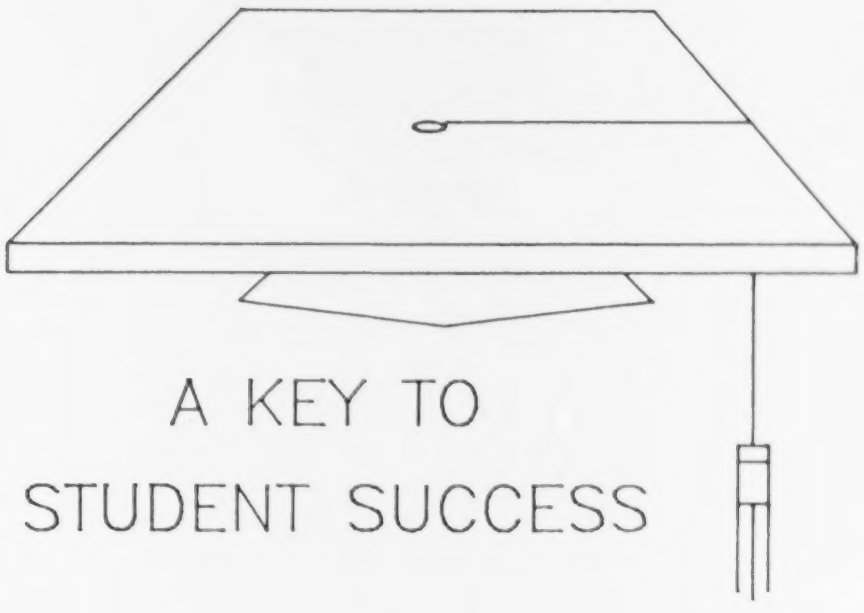
ABSTRACT

This four-part presentation examines the theory and practice of enrollment management at Florida Community College at Jacksonville (FCCJ). First, Charles C. Spence offers a brief description of FCCJ and reviews some of the problems facing the college when he assumed the presidency in 1985, including a significant enrollment decline and serious morale problems among employees. Next, Charles R. Dassance defines enrollment management as the planning, coordination, and integration of traditionally independent collegiate activities associated with recruiting, enrolling, and retaining students. He then explains how the concept was implemented within the Department of Student Affairs at FCCJ through academic planning, career planning, student development programming, retention planning, community and co-curricular activities, and enrollment services. Charlotte Minter then examines the steps in the creation of the Division of Enrollment Services, which was established to provide personalized services to students; increase the use of technology in order to release staff from tedious tasks and allow them more time to work with students; combine recruitment, admissions, and student aid functions; and develop methods to increase staff knowledge of programs and services. She also highlights the major accomplishments of the Division. Finally, Dr. Spence provides a summary of enrollment management issues yet to be resolved. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294636

ENROLLMENT MANAGEMENT



A KEY TO STUDENT SUCCESS

Charles C. Spence
Charles R. Dassance
&
Charlotte B. Minter

April 25, 1988

IC 880 249

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Minter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ENROLLMENT MANAGEMENT: A KEY TO STUDENT SUCCESS

Part I: Introduction and Overview

Dr. Charles C. Spence

It is a pleasure to serve as the moderator for this program today entitled "Enrollment Management: A Key to Student Success." I congratulate AACJC on selecting "Assuring Student Success" for the theme of this year's national convention. While all of us in education have always had student success as our primary mission, it is beneficial for all of us to have an opportunity to focus our collective attention on this most important mission.

Part of our presentation today will be to talk about enrollment management as a theoretical concept. As we describe how we have implemented that concept, however, I believe it will be useful for you to know the context in which that implementation occurred. Let me first then provide you with some brief information about Florida Community College at Jacksonville.

FCCJ is a large, multi-campus institution located in the rapidly growing city of Jacksonville, Florida. From an initial enrollment of about 2500 student 22 years ago, the College has grown to a point where it serves 70,000 unduplicated students each year in a variety of credit and non-credit programs. Four main campuses, a marine center, a central administration complex, and many off-campus locations are the sites from which the

College delivers its educational product. When we describe the concept of enrollment management today, it may be helpful to consider the information we present in the context of a large, multi-campus community college.

When I became the president of FCCJ nearly three years ago, I found an institution that had been through a period of significant turmoil. At that time, the institution was dealing with a poor public image, poor legislative relations, a significant enrollment decline, and serious morale problems among its employees. As one of the things I did to focus the attention of the institution on positive and productive change, I assigned responsibility to a number of individuals to present formal reports on the major issues facing the institution. These issues papers were then presented to the President's Management Team for review and discussion...and most of the recommendations contained in these issues papers were scheduled for implementation. One of those issues was enrollment management.

As I looked at the major issues facing the College, there was certainly none more critical to us than enrollment. I was not interested, however, in a "quick fix" program. The concept of enrollment management, which in my opinion is a substantive approach to the enrollment and retention of students, thus appeared to me to be the correct for us to implement.

In the broader context, I was interested in moving the institution toward a vision that focused on student success, on the acceptance of the need to change, and on defining our destiny to the extent that we could. During the past three years, we

have made great progress along those lines. Involving over 800 of our 1100 full-time employees, we have defined our four major strategic directions as student success, valued employees, quality communication, and innovation for excellence. We have used these strategic directions to develop a strategic planning document which will be tied to our budget process for the first time and which will guide the future direction of the College for the foreseeable future.

We certainly have not achieved all of our goals at the College, but I believe we have made tremendous strides in achieving the goals I outlined. Our image within the community is now very positive, our relationship with the legislative bodies is very positive, there is a greater acceptance of change, and we are clearly focused within the institution on student success. Enrollment management has been one of the best examples of a concept that was implemented and which has helped to lead the institution toward the kind of goals I have described. In the remainder of our time today, two individuals will be presenting more specific information about the enrollment management concept and its implementation, and my good friend and colleague Dr. McCabe from Miami-Dade Community College will be reacting to the presentations. Our two presenters today are Dr. Charles Dassance, Vice President of Student Affairs for the College and provost of our Kent Campus, and Ms. Charlotte Minter, our Dean for Enrollment Services. Dr. Dassance will now present some background information on the concept of enrollment management and how it was implemented within the College and the

Department of Student Affairs; he will be followed by Dean Minter who will talk about the actual implementation of the concept within the Department of Student Affairs. At the end of Dean Minter's presentation, I will briefly outline some of the major issues still facing us in the enrollment management area. I will then introduce Dr. McCabe who has graciously agreed to serve as the reactor to this program.

ENROLLMENT MANAGEMENT: A KEY TO STUDENT SUCCESS

Part II: The Concept and the Organizational Context

Charles R. Dassance

As you are well aware, it's one thing to propose a concept and quite another to implement it. In the case of enrollment management, I had an opportunity to implement that concept as part of a more global reorganization of the Department of Student Affairs. In the short amount of time allotted today, I want to discuss what the overall concept of enrollment management is and then how that concept was implemented in the organizational structure of a large, multi-campus community college.

Enrollment management is a relatively new concept. Don Hossler, one of the gurus of enrollment management, considers a book by Kemerer, Baldridge, and Green (1982) to be the beginning of enrollment management as a concept. As early as 1980, however, the concept was being written about when Novak and Weiss published an article for the College Entrance Examination Board entitled "What's all this talk about enrollment management?" It was a good question then and it's a good question now. Is enrollment management simply the latest "quick fix" to problems with declining enrollments? We did not consider that to be the case when we attempted to implement the concept at Florida Community College at Jacksonville, and I think if you are looking for an approach that is substantive in terms of institutional effectiveness then enrollment management may well be that approach.

In the most straightforward definition, enrollment management is considered to involve the "...planning, coordination, and integration of traditionally independent collegiate activities associated with recruiting, enrolling, and retaining students." (Novak and Weiss, 1980, p. 5). Kemerer, Baldridge, and Green define enrollment management a bit more comprehensively. In their view, enrollment management is both a concept and a procedure. As a concept, "...enrollment management implies an assertive approach to insuring the steady supply of qualified students required to maintain institutional vitality." (p. 21). As a procedure, "...enrollment management is a set of activities to help institutions interact more successfully with their potential students." (p.21). In the interpretation of these authors, enrollment management is a holistic concept that encompasses the clarification of institutional mission, program development, marketing, recruiting, admissions, financial aid, orientation, and retention. By virture of the activities considered as part of enrollment management, an institution that takes the concept of enrollment management seriously could well be implementing a type of institutional revitalization. By using a holistic approach, institutions can determine linkages in their practices to what actually happens to students and make adjustments accordingly.

At FCCJ, as I have indicated, the decision was made to house the majority of the enrollment management concept within the Department of Student Affairs. This was a time, as Dr. Spence has pointed out, during which the institution was adjusting to

the idea of operating as one college. although programs are delivered on four separate main campuses and many other locations.

Most of student affairs had reported to campus provosts, with some centralization of the planning function. In one major organizational change, we created a functional organization called the Department of Student Affairs headed by a vice president for that function.

In the reorganization of Student Affairs, it was determined that attention should be directed to six major functions: academic planning, career planning, student development programming, retention planning, community and co-curricular activities, and enrollment services. Two central-office, dean-level positions were created to direct the activities of enrollment services and community and co-curricular activities. The remaining four functions were assigned to campus Student Affairs deans, one for each of the four campuses, as college-wide roles. The enrollment services area itself was organized to include the formerly independent offices of admission services, student records, and financial aid. This newly developed area now includes the function of student recruitment, admissions, a telephone information center, student records and registration, and student aid. While retention planning was not included as part of the direct responsibilities of the dean of enrollment services, that function was placed within Student Affairs and thus is closely linked with what happens in enrollment management. By having the enrollment services dean in a

centralized position, the dean is able to draw on the other resources required for implementing the concept, such as marketing and program development. By serving on the College's marketing council, the dean is able to stay in close touch and influence the marketing process. By meeting weekly with the other deans in Student Affairs, not only is it possible to focus on how retention relates to the enrollment services program but also how the other major functions relate to enrollment services. Thus, there is an ongoing discussion of recruitment, the entry process, and the services provided in support of students once they are enrolled.

I feel most fortunate that I was able to hire as the first dean of enrollment services an individual who knew the College and who had background in recruiting and marketing. She has done an exceptional job for the College, and I am going to turn the program over to her now to talk about how the concept was actually implemented.

ENROLLMENT MANAGEMENT - A KEY TO STUDENT SUCCESS

PART III - IMPLEMENTATION

Charlotte Minter

During the next few minutes, I will describe to you the steps we took to implement a major aspect of enrollment management - the division of enrollment services -

As Dr. Dassance described, this was a new division in student affairs and the college. I assumed my duties as Dean of Enrollment Services in February, 1986.

From February through July 1, 1986 development of the division focused on review of all functions and personnel in the assigned areas. Full implementation of the division was scheduled for July 1, 1986.

ORGANIZATION OF DEPARTMENT

The major planning concepts which guided the establishment of enrollment services were:

1) Providing personalized service for students to the maximum extent.

2) Increasing the use of technology.

3) Combining functions as appropriate to reflect the enrollment management concept.

4) Developing methods to constantly increase division staffs' knowledge of programs and services.

Obviously, through these methods, we wished to increase student success, stop our enrollment decline and increase enrollment.

Let's take a brief look at how we defined these concepts. Then I'll provide examples of how we have implemented them.

Our first priority was to provide personalized services to students. A major concern of any large community college is to provide a pleasant, welcoming environment and a competent, caring staff. Traditionally, personalized service has been thought of as one-on-one service. We have defined it differently - we believe the majority can be responsible for themselves and simply want instructions on what to do - others, particularly in a community college setting, need varying amounts of individual help. In person, one-on-one assistance is not the only way to do this. Our concept is to provide information at specific points in the enrollment process and let students progress through it as far as they are able.

Obviously, it is always important to have methods to identify those who fall by the wayside, are afraid to ask, or need special assistance.

Our goal was and is to have staff available at all times to provide individual services - in person or on the telephone - when a student requests it.

Our other planning concepts support personalized service - and all support recruitment and retention of students or student success.

The second planning concept was to increase the use of, or upgrade current technology. We view technology as an integral tool to not only increase efficiency, simplify processes for students and staff, decrease tedious job functions, but most importantly, to release staff to work with students. We have, and will continue for the foreseeable future to make major changes in this area.

Perhaps the most radical step we took was to combine functions - on the surface it seems logical and simple enough to combine recruitment, admissions and student aid - yet because of the direct impact on staff, this has been a very complex move.

A decision was made to combine Admissions and Student Aid. This decision was based on the increasing need for recruiting/admissions personnel to be knowledgeable about available financial aid and scholarships in addition to knowledge of the costs to attend college.

Previously at FCCJ, admissions was the responsibility of the Registrar. Recruitment was under a separate Director, Student Aid and Veterans Affairs under another. These were all put in one area under one Director.

Because of the state mandated open admissions policy, admissions had been more a formality than a function - in other words, proof of high school graduation or GED admitted a student.

Another major change was to transfer the Telephone Information Center from recruiting to the Registrar. This transfer was made because the majority of calls had to do with registration including information on open classes, class descriptions and registration times.

Our last planning concept was to develop methods to constantly increase our staff's knowledge of programs and services.

We have a two-fold objective here: (1) to increase staff's knowledge about all areas of Enrollment Services' division functions and (2) for them to have a working knowledge of other departments of the college to enable them to provide correct information to students. In our multi-campus environment, this is one of our greatest needs.

It puts a great demand on every staff member to be well informed to answer the variety of questions, phone calls or campus visitor's questions - or at least to know where to get the information. Our public does not see us as individual campuses - but as one college and expects anyone who works with the college to be informed.

RESULTS

1. Functional areas have been reorganized and reflect the enrollment management concept (combined functions).

2. Our management organization reflects the functional organization. (combined functions).

3. A college-wide touch-tone telephone registration system came on-line for all college credit students last week. The next step will be to extend touch-tone services to high school completion and vocational certificate students. We also plan to use the touch-tone capability to provide bulletin board information to students and the community. (Personalized Service/Increased Technology).

4. A review of the financial aid software is complete and recommendations for enhancement have been made to the Vice President of Student Affairs. Financial Aid records have been centralized with the majority of paperwork done at the administration building. This allows campus staff more time with students. (Personalized Service/Increased Technology).

5. New enrollment reports are available to all college personnel through the college's electronic mail system (Profs). Additional reports are continuing to be developed. (Knowledgeable Staff/Increased Technology).

6. The Telephone Information Center has experienced a 200% increase in the number of calls this year. We are now undergoing an evaluation of the services. We are looking at ways to enhance the center with technology and provide new service by networking with each campus information desk. This will increase service available to students and allow additional hours of coverage. (Personalized Service/Knowledgeable Staff/Increased Technology).

7. Quarterly 1/2 day retreats are held for 21 managers of Enrollment Services. Professional presentations, training, planning and evaluation take place in the retreats. (Knowledgeable Staff).

8. An Enrollment Services Advancement Program is being developed as a pilot program through Staff and Program Development. This program includes cross-training, developing a career ladder, internships and on-going professional development of employees. (Knowledgeable Staff/Combining Functions).

9. Recruitment Committees are functioning on all four campuses. They articulate with a college-wide recruitment committee which reports to the Marketing Council chaired by the President. As a result, a collegewide recruiting plan has been developed with grass roots participation. (Knowledgeable Staff/ Combining Functions).

10. An electronic enrollment services calendar which lists recruiting events, registration dates, financial aid deadlines, etc. is on-line on electronic mail (PROFS). (Knowledgeable Staff/ Increased Technology).

11. A comprehensive black student recruitment program has been established with a funded position and a marketing plan. This area is expected to continue to expand. Special scholarships have been developed. Currently we are working on a outreach program with black churches. (Combining Functions).

12. Facilities are being modified at campuses to combine Admissions and Student Aid and Registration and Records staff in a common area to better accommodate service to students and cross-training of staff. (Combining Function/Knowledgeable Staff).

13. We are a pilot school with the University of North Florida to test electronic transfer of transcripts. (Increased Technology/Personalized Service).

14. The Admissions Program is underway with an Admissions Advisor on each campus to work with students. We also have a college-wide position to handle all admissions programs with special admissions requirements. These include dual enrollment, accelerated college, early admissions, and foreign student admissions. The admissions advisor is also responsible for a newsletter to guidance counselors, the new student package and the admissions handbook. (Combining Functions/Personalized Services).

HEADCOUNT AND FTE RESULTS

The decline in headcount and in FTE has been curtailed and a turnaround is underway in both areas. This slide gives you a picture of the changes -

{slide}	1979-80	1984/85	1985/86	1986/87
Headcount	79,221	66,275	68,388	72,064
FTE	16,324	12,086	12,468	12,576

{slide} In two years we have increased:

+ 5,807 students

+ 491 fte

SUMMARY

At the end of nearly two years, we feel good about our current position. We still have many challenges - but our positive accomplishments outweigh them. Each staff member can be proud of the contribution he or she is making to the success of students.

One of the biggest challenges in the implementation of the new division of enrollment services has been to establish a collegewide understanding of the concept of full-service Recruitment/Admissions/Registration process for new students - but even more was to get a grass roots level buy-in by Enrollment Services staff at the five locations where they are located. They had new reporting relationships, new duties and were no longer separated by function - they needed new information and close working relationships with their colleagues to better serve students. The rapid changes caused uncertainty - fear and negativism - in some cases.

Our managers have really been concerned with alleviating these insecurities and after eighteen months changes are evident: better morale - many positive contributions - there are new creative efforts, new ideas and positive energy flowing from managers and staff.

Once employees understand the enrollment management concept as it relates to what they are doing - they usually agree and buy in - there is no disagreement about providing good service to students.

Like everyone - we want proof of our efforts - our enrollment is increasing - we are giving better service - but we can not do it alone. Through the collegewide enrollment management concept, other developments in the college - including new programs, development of student outcomes, retention strategies, strategic planning and marketing plans for each area will positively impact enrollment growth and support our outreach and service efforts. What we are doing in enrollment services could be less effective if it were not for the integration of enrollment management throughout the college.

It is this concept of a collegewide enrollment management strategy that will increase our ability to demonstrate Student Success dramatically.

ENROLLMENT MANAGEMENT: A KEY TO STUDENT SUCCESS

Part IV - Summary of Issues

Dr. Charles C. Spence

Thank you Dr. Dassance and Dean Minter. As you can see, we have implemented many aspects of enrollment management and continue to wish to solve organizational and personnel concerns in this area. Issues we are currently debating include:

1. The tracking of FTE program assignment as related to current budget and the various future of FTE assignments and budget;

2. Class scheduling - assuring responsiveness to the public and efficiency for the College;

3. Marketing responsibilities;

4. The role of enrollment management in planning;

5. The cost of technology - the use of technology to assist in personalizing service and developing management reports is costly;

6. Training and cross training of the staff. Reevaluation of staff positions as new technology is implemented;

7. Student Outcomes/Assessment - Determining methods to directly relate enrollment management to these developing areas.

ENROLLMENT MANAGEMENT: A KEY TO STUDENT SUCCESS
Selected References
(Prepared for the AACJC Convention, April, 1988)

REFERENCES

Astin, A. W. (1985). Achieving educational excellence. San Francisco: Jossey-Bass Publishers.

Chapman, R/G. & Jackson, R. (1987). College choices of academically able students: The influence of no-need financial aid and other factors. New York: The College Board.

Freeman, H. B. (1984, March). The impact of no-need scholarships on academically talented high school seniors. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, D. C.

Hossler, D. (1984). Enrollment management: An integrated approach. New York: The College Board.

Hossler, D. (Ed.) (1986a). Creating effective enrollment management systems. New York: The College Board.

Hossler, D. (Ed.) (1986b). New directions in higher education: Managing college enrollments. San Francisco: Jossey-Bass.

Hossler, D. (1987, July). Enrollment planning: A new iteration of the planning process. Paper presented at "Enrollment Management: The Next Step," a conference sponsored by the College Board and Indiana University, Chicago.

Hossler, D. & Gallagher, K. (1987). A three stage model of college choice and the implications for policy. College and University, 62(3).

Jackson, G. (1978). Financial aid and student enrollment. Journal of Higher Education, 49, 548-74.

Kemerer, F. R., Baldridge, J. V. & Green, K. C. (1982). Strategies for effective enrollment management. Washington, D. C.: American Association of State Colleges and Universities.

Kuh, G. D. (1981). Indices of quality in the undergraduate experience. AAHE-ERIC/Higher Education Research Report No. 4. Washington, D. C.: American Association of Higher Education.

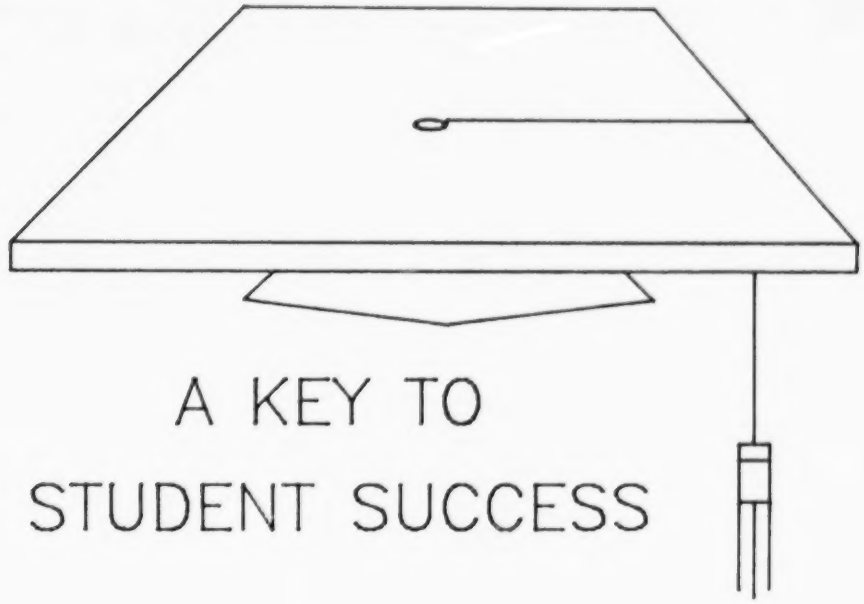
Kreutner, L. & Godfrey, E. S. (1981, Fall/Winter). Enrollment management: A new vehicle for institutional renewal. The College Review, 6-9, 29.

Litten, L. (1986). Perspectives on pricing. In D. Hossler (Ed.) New directions in higher education: Managing college enrollments. San Francisco: Jossey-Bass.

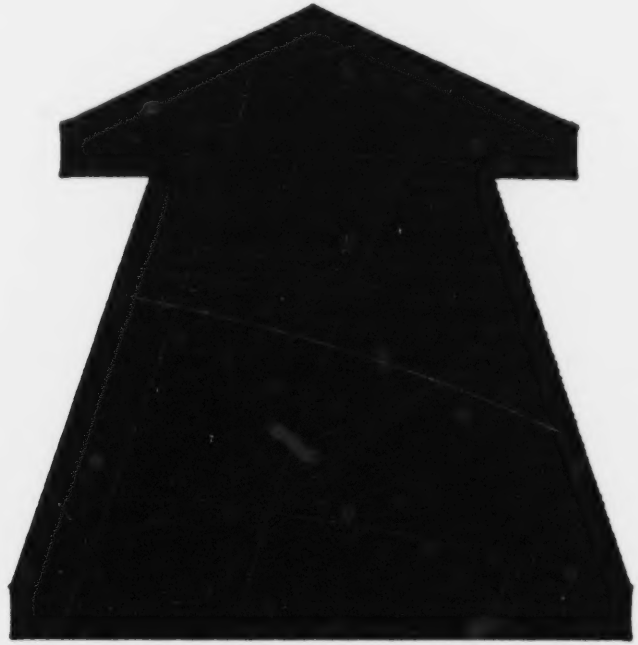
Muston, R. (1985). Marketing and enrollment management in state universities. Forest City, IA: The American College Testing Program.

JC 8PO 249

ENROLLMENT MANAGEMENT



ENROLLMENT MANAGEMENT



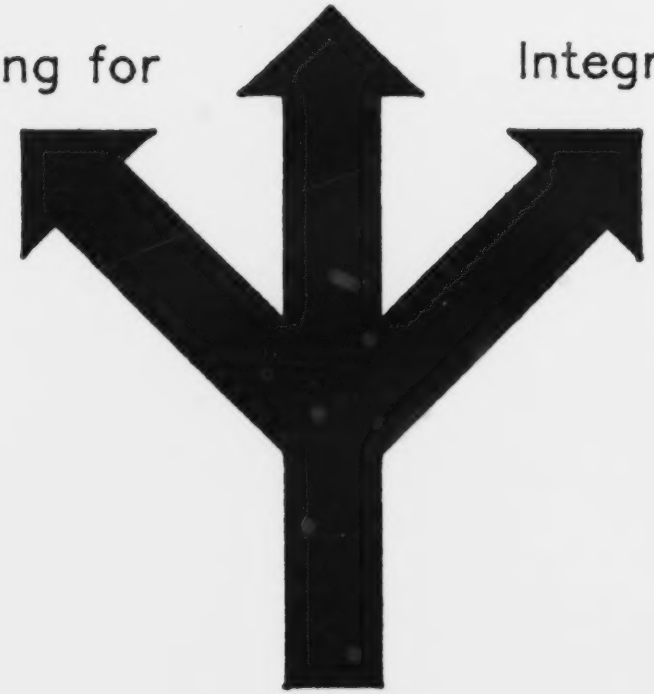
BOTH A CONCEPT AND A PROCEDURE

ENROLLMENT MANAGEMENT

Coordination of

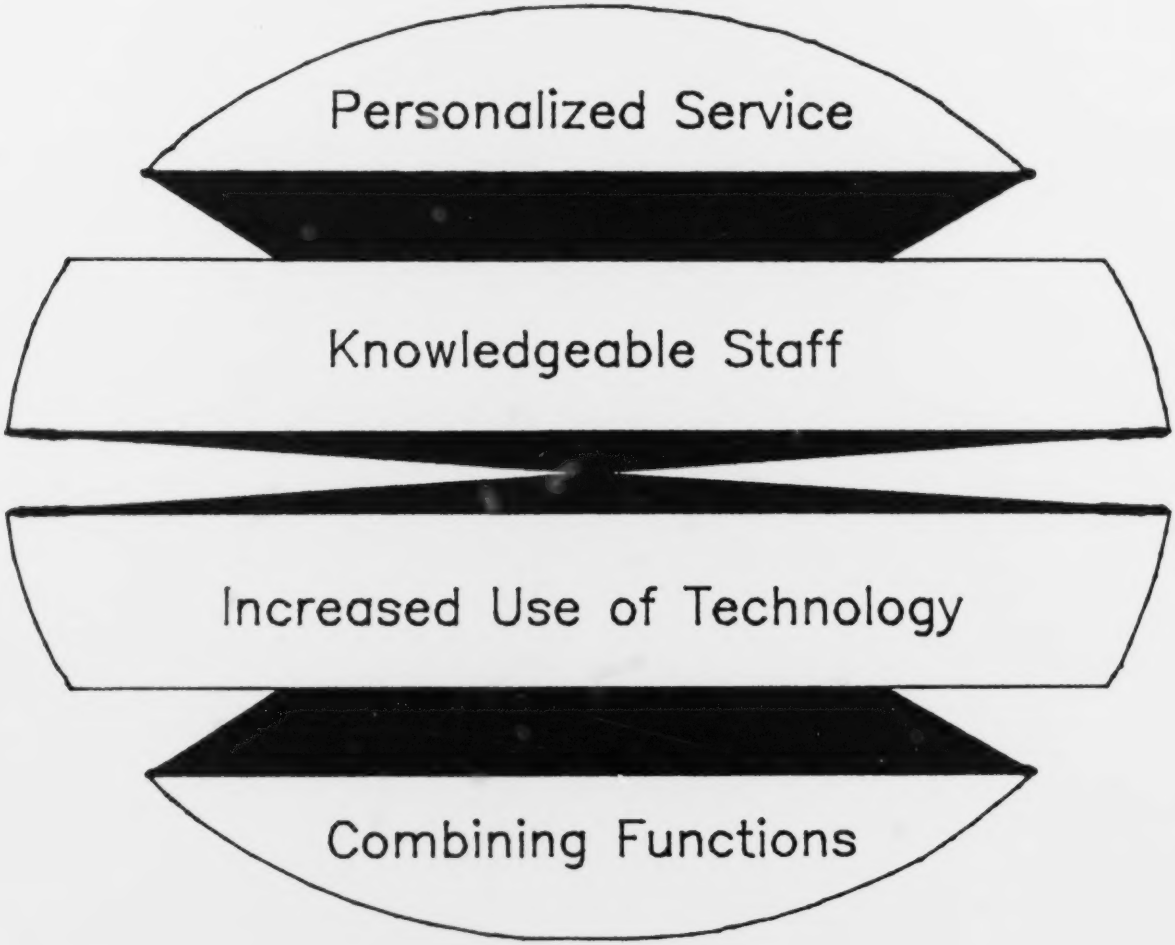
Planning for

Integration of

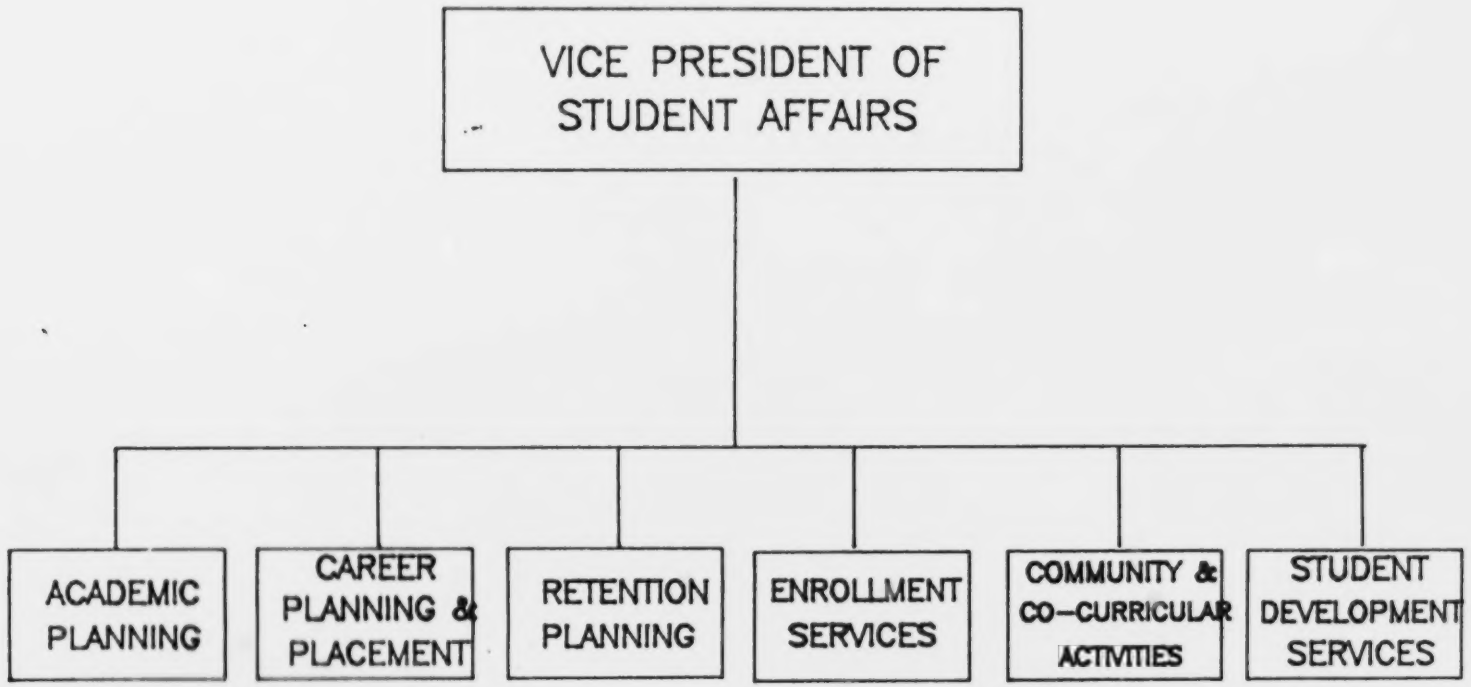


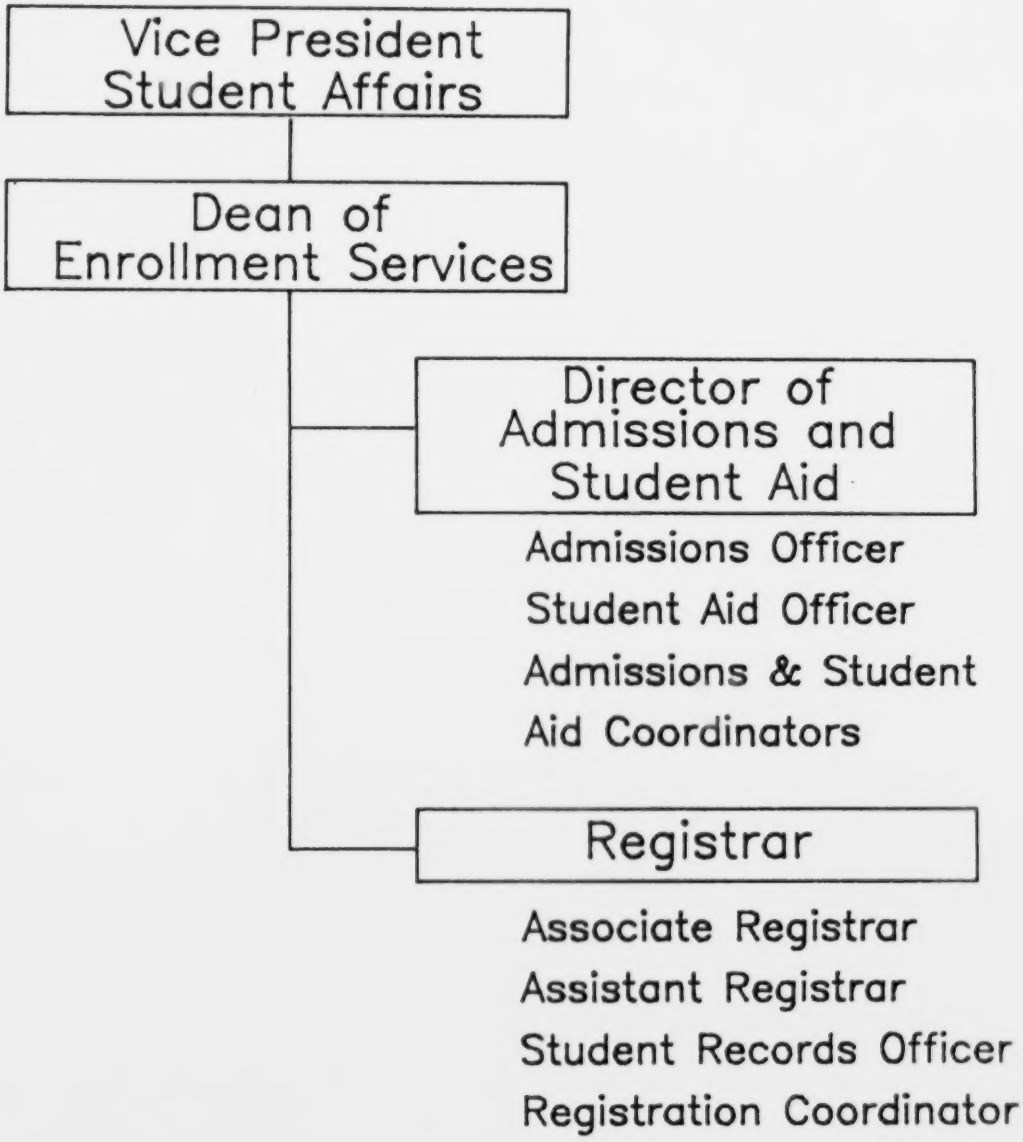
Recruiting, Enrolling and
Retaining Students

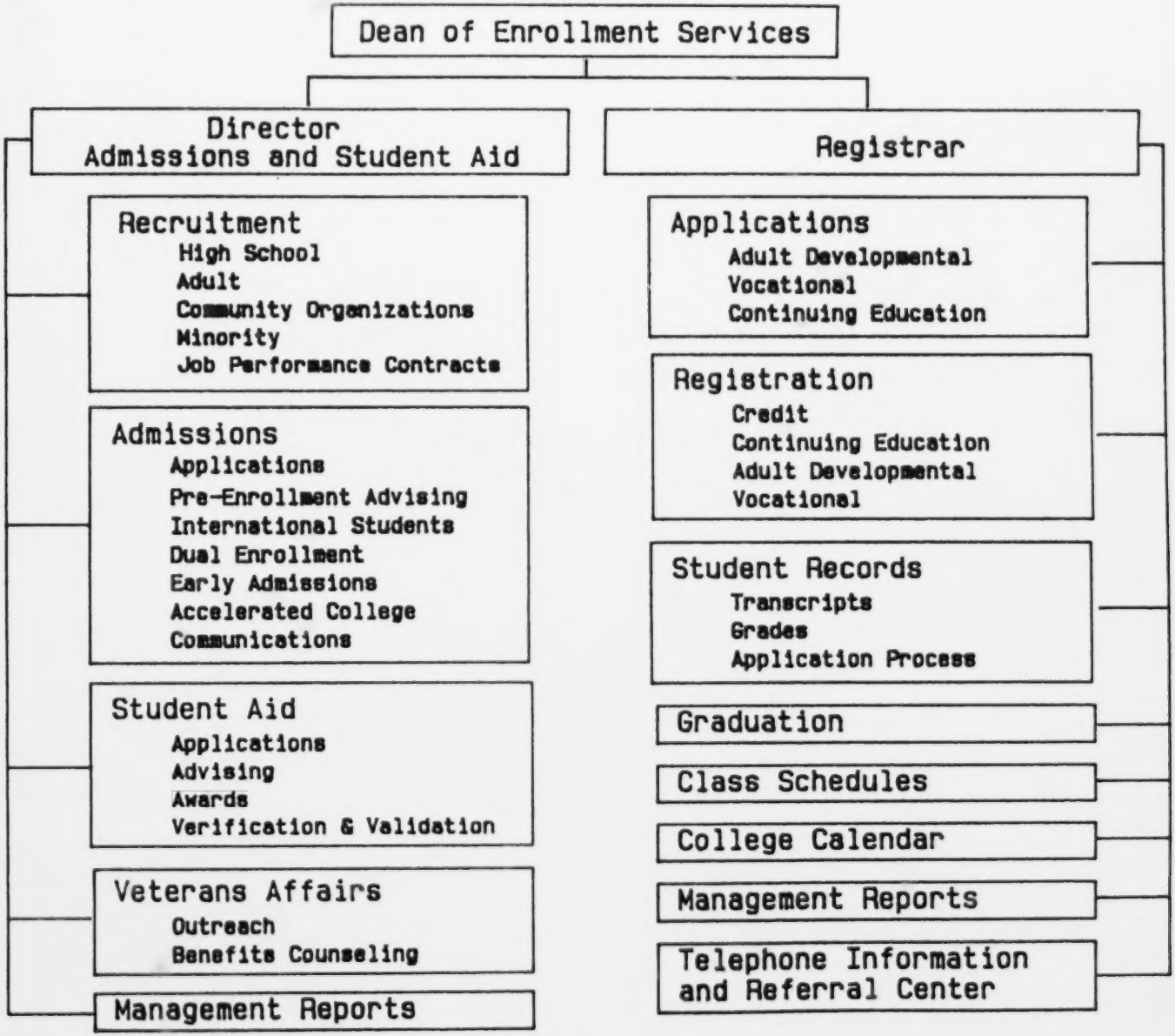
PLANNING CONCEPTS



DEPARTMENT OF STUDENT AFFAIRS




Vice President
Student Affairs
Dean of
Enrollment Services
Director of
Admissions and
Student Aid
Admissions Officer
Student Aid Officer
Admissions & Student
Aid Coordinators
Registrar
Associate Registrar
Assistant Registrar
Student Records Officer
Registration Coordinator


Dean of Enrollment Services
Director
Admissions and Student Aid
Registrar
Recruitment
High School
Adult
Community Organizations
Minority
Job Performance Contracts
Admissions
Applications
Pre-Enrollment Advising
International Students
Dual Enrollment
Early Admissions
Accelerated College
Communications
Student Aid
Applications
Advising
Awards
Verification & Validation
Veterans Affairs
Outreach
Benefits Counseling
Management Reports
Applications
Adult Developmental
Vocational
Continuing Education
Registration
Credit
Continuing Education
Adult Developmental
Vocational
Student Records
Transcripts
Grades
Application Process
Graduation
Class Schedules
College Calendar
Management Reports
Telephone Information
and Referral Center

PROGRAM RESULTS

Functional areas have been reorganized and reflect the enrollment management concept.

Organization of management reflects functional organization

Touch Tone Telephone Registration On Line

Financial Aid Software (Review/Recommendations Completed)

Electronic Enrollment Reports

Collegewide Telephone Information Center Established

Quarterly One–Half Day Retreats For Management

Enrollment Services Staff Advancement Program Underway

Recruitment Committees/Collegewide Plan

Electronic Enrollment Services Calendar

Comprehensive Black Student Recruitment Program

Facilities Modification For Better Services

TWO YEAR INCREASE

+ 5,807 Students

+ 491 FTE

HEADCOUNT AND FTE RESULTS

	1979/80	1984/85	1985/86	1986/87
Headcount	79,221	66,275	68,388	72,064
FTE	16,324	12,086	12,468	12,576

ERIC Clearinghouse for
Junior Colleges JUL 15 1988